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ABSTRACT

A strategy for teaching reading in college preparation courses of English as a second language that attempts to help students achieve reading independence, is presented. Skills of independent, flexible reading are outlined and a taxonomy of skill types (passive, active, and synthetic) and levels (mechanical, knowledge, transfer, response, and criticism) is proposed. The skills necessary for functioning at the two highest reading skill levels (response and criticism), called "performance" levels by comparison with the three lower "competence" levels, are categorized. Methods of evaluating the student during the process of developing these skills for independent reading are considered, and both discrete point and integrative approaches are rejected as inappropriate. An evaluation model is proposed that enlarges the role of evaluation in the teaching/learning process, with the teacher continuously evaluating student achievement of specific reading performance objectives and reevaluating the necessary teaching instructions and materials. The teacher takes notes on a specially designed teaching/learning/evaluation (TLE) form after, not during, each lesson. The student is also given responsibility to monitor his own achievement of the specific objectives, and teacher and student share these evaluations by discussing them during each lesson, eliminating the need for examinations. A sample performance objective and appropriate teaching and evaluation strategies are appended. (MSE)

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The TLE Approach to Academic Reading

Elizabeth Hamp-Lyons

Abstract

In teaching reading in university preparation ESL courses, we are teaching reading for a specific purpose, and that purpose is academic.

Reading is an active reasoning and communicative process, and we should be helping our students towards independence in this process. In order to achieve independence in reading, a student needs to learn a set of strategies for comprehending, interpreting and evaluating any text as a unit of discourse. Some recent textbooks are making attempts to teach reading as discourse, but do not deal with the problems of evaluating the students' development of performative ability in reading.

This paper suggests some basic strategies which are subsumed in independent, flexible reading, and considers how these strategies may fit together in a taxonomy of reading behavior. It then argues that in a process model of reading, teaching cannot be considered separately from evaluating, nor can it be isolated from learning: the TLE approach is therefore proposed and its implementation is described.

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In making any decision about program/course design or textbook adoption, the first principle, as Wilkins (1974) has shown, is to state the objectives of the program or course, and to assess what the needs of the learners are in terms of language skills. In the case discussed here, the needs of the learners can be generalized as: to be able to

read academic writing (text), initially at the freshman level, in English. It can easily be seen that the general course objective can be stated in the same terms.

The next step is to specify the strategies which are subsumed in independent, flexible reading of a type which will permit the reader success in freshman undergraduate university courses. A number of people have come up with lists of reading strategies and skills, and of course individuals' lists vary, as may the terminology used, but below is the list which I have developed for myself over a number of years of teaching reading courses, designing reading syllabii, and constructing reading materials.

Skills

word attack
identifying main ideas
reading in detail
relating main ideas and supporting details
understanding reference words
understanding logical transitions
recognizing the function of a text
relating non-linear and linear text
prediction
understanding the author's plan (rhetorical structure/coherence)
distinguishing fact from opinion
making inferences
synthesizing the text with prior experience
drawing conclusions

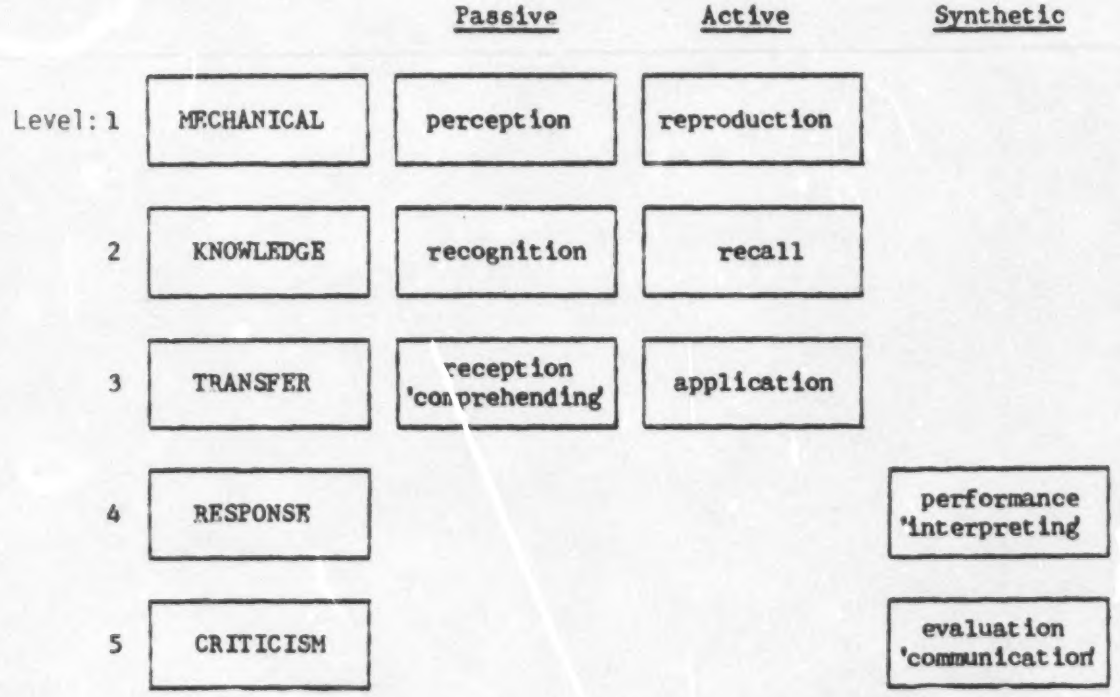
Techniques

skimming
scanning
reading for detailed information
reading for structure
using context clues to determine meaning
reading several related sources
choosing appropriate reading strategies for a particular purpose

Since the distinction between skills and techniques here is both tentative

and personal, I will follow common practice and use the word strategies to refer to all the above items both individually and as a group. It can be seen from the above list that graphomorphophonemic decoding skills are assumed, as is the recognition of common lexical and syntactic forms. In relation to the taxonomy of reading behavior (Fig.1.), it is assumed that the learner has mastered the first two levels and is operating at the third level:

Figure 1



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Taxonomy of levels of skills involved in reading behaviour

An examination of most reading comprehension textbooks will quickly reveal that even advanced or high intermediate books operate mainly in the first three levels of this taxonomy: the typical reading course consists of a series of reading passages, each followed by a number of

questions. The common teaching approach with books of this type is to take the passage apart and look at the meanings of individual sentences and of linguistic elements, particularly lexemes, within the sentence. Such an approach concentrates on discrete points within the text without ever coming to grips with the text as a unit of discourse.

In teaching reading at beginning and low intermediate levels it is, of course, necessary to concentrate on low level skills, but a course in academic reading requires a different approach. We expect that a student entering an academic reading course has had several years of English previously, and has passed through the beginning levels and achieved a threshold level (Van Ek, 1976), or minimum functional adequacy, probably in all four skills of English. A student who cannot perceive and reproduce written symbols, both as graphemes and as phonemes (Level 1). or who cannot recognize common lexical items and syntactic patterns and recall previous instances of their occurrence (Level 2), plainly is not ready for or suited to an academic reading course. The minimum functional adequacy for academic reading instruction is that the student can comprehend common collocations of lexical items in combination with high frequency syntactic structures, and apply her/his previous experience with the English language to comprehend the meaning which is carried by all these items co-occuring, even though the total discourse unit which she/he has received is new to her/him (Level 3).

In the early days of ESP (English for Specific Purposes) reading courses it was common to find that comprehension of any particular reading passage required not only a certain competence in English, but also a degree of knowledge in the specialist subject area with which the reading

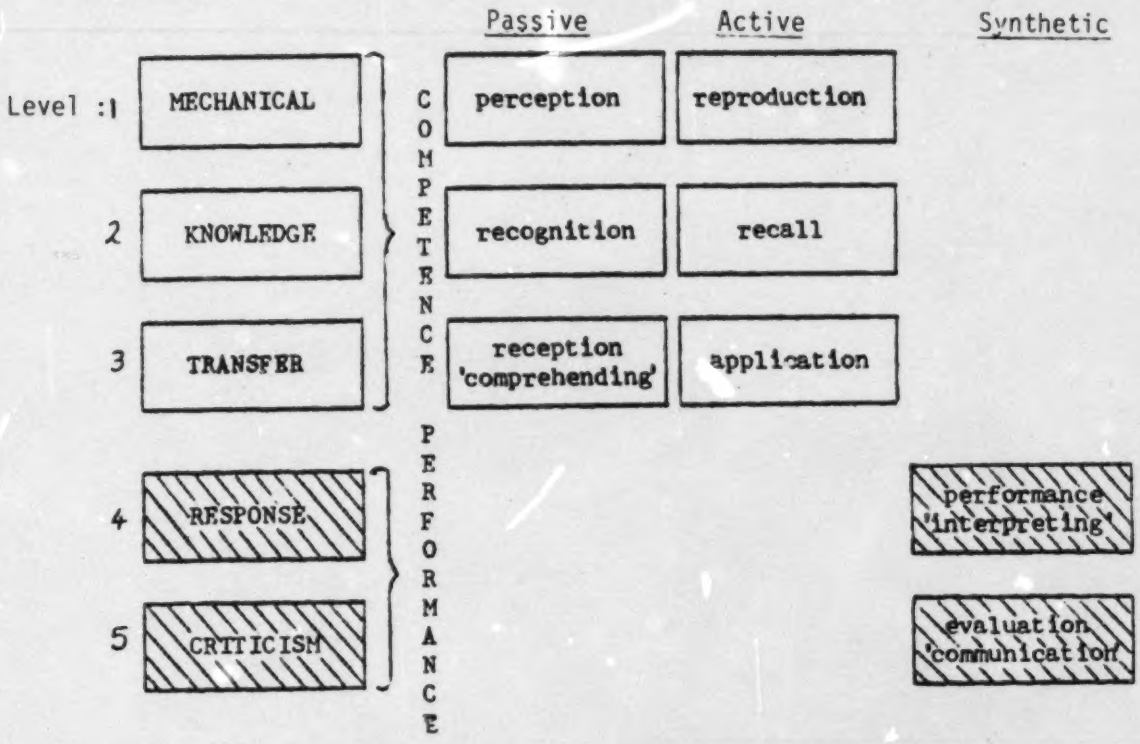
dealt. This was because materials developers had become convinced of the "non-negotiability of the target text" (Sinclair, 1978), that is, that only original texts taken from the specialist area in which the student was/would be specializing should be used. The difficulties which the typical ESL teacher, coming from a liberal arts background, encountered should be obvious. There were two possible solutions to the problem: the first was to broaden the base of study, ie., to develop courses in academic reading rather than in eg. reading for engineers, reading for chemists (etc.): this is the approach which has most commonly been used in the United States, where the basic curriculum concept and the belief in the importance of general as well as specialist education at the university level make this a logical solution. The second was to divert the attention of both teacher and student away from individual linguistic items within a text and focus it on the text as a discourse act. This approach has been popular in the United Kingdom.

Both of these solutions to the problems generated by the S in ESP lead the materials writer to look for texts which will be generally accessible to a young, educated adult with an intermediate or higher level of English reading skills. Both of them also require the curriculum developer and classroom teacher to look for generalizable features of discourse and strategies for comprehending, interpreting and evaluating any text, which when fully internalized by the student will enable her/him to read independently and flexibly beyond the academic reading course.

Once a reading text ceases to be viewed as an end in itself, but

rather as a discourse sample, from which generalizations about discourse can be made, teacher and students find themselves involved in a synthetic rather than an analytic activity - Smith's (1971) top-down as opposed to bottom-up, that is, concept-driven rather than data-driven, processing. Such an approach starts from the third level in the taxonomy, and operates at the two highest levels(Fig. 2.), that is, at the levels of performance rather than of competence.

Figure 2



Taxonomy of levels of skills involved in reading behaviour, showing criterion behaviour for academic reading

The terms competence and performance are here used as Chomsky (1965) used them, and are similar to de Saussure's langue and parole (1959), and to Widdowson's usage and use (1978). Competence refers to the ability

to recognize sentences and their meanings as linguistic elements: performance refers to the ability to recreate the discourse in the mind by an active process of reasoning. Skilled performance (within which competence is subsumed) in reading can also be referred to as communicative competence.

We can now return to the question of needs with which this paper began, and specify them in as much detail as possible, based on either intuition or empirical data about what a student will be required to do as a reader in first year undergraduate courses in any discipline. The specification of needs below began as an intuitive list, was then tested empirically by a survey of university faculty, and then re-formulated based on the results of the survey.

Performance Needs:

- to read for a general overview of a topic
- to read for detailed understanding of a topic
- to read for specific information about a topic
- to read conceptually dense text
- to read with and without the support of non-linear text
- to read and recognize the author's purpose for writing
- to read and recognize the author's attitude to the topic
- to read and recognize the rhetorical structure of a text
- to read a wide variety of texts
- to read a number of texts on the same topic and relate the information they contain
- to read and respond to a text in terms of how it relates to the current purpose and attitude of the reader
- to read large units of text efficiently (ie. at a reasonable rate)
- to read in order to extrapolate appropriate information for future quizzes, tests, examinations, research papers, etc.
- to store appropriate information extracted from reading for future quizzes, tests, examinations, research papers, etc.

These needs can be restated in terms of terminal performance objectives, ie. what the learner will be able to do when she/he has completed the course, eg.:

> The learner will be able to read in order to gain a general overview of a topic. (etc.)

The difficult next step is to determine what can be done in the classroom which will ensure that the students are able to reach the terminal performance objectives. Much valuable research is going on into the nature of fluent reading, and how knowledge about how fluent reading takes place can be applied to ESL reading instruction, but what Eskey said in 1973 remains true today: "... no one knows exactly what reading is or how anybody learns to do it". We are, then, required to teach something without knowing how it is learned!

In this problematic situation, there are two ways in which we can approach a solution. The first is to take a list of strategies such as the one I presented on page 2 (∞), which has been developed through introspection, observation and reading of theoretical and practical research in the field, and apply as many of the strategies to as many of the objectives as possible. The result will be a recommendation for course design which will look something like this partial example:

Needs	Strategies
read conceptually dense texts	identify main ideas relate main ideas → support understand author's plan recognize function predict synthesize with experience draw conclusions skim scan read for structure use context clues

Needs (cont.)	Strategies (cont.)
read for general overview of topic	identify main ideas recognize funtion predict understand author's plan synthesize with experience draw conclusions skim read for structure read related sources
read for detailed understanding	word attack (?) identify main ideas reading in detail relate main ideas → detail understand reference words understand logical transitions recognize function relate non-linear → linear (?) understand author's plan make inferences (?) synthesize with experience draw conclusions read for detail read for structure use context clues (?)

It can easily be seen that the same strategies constantly recur: those which recur most frequently will logically be given most weighting in the teaching syllabus. It can also be seen that some of the strategies are expressed in the same terms as certain of the needs: the reason for the tautology is in some cases my own uncertainty as to how the strategies which will fill the need can be broken down and expressed, and in other cases my desire to avoid a model which will be so detailed as to be unwieldy, and yet inevitably remain incomplete, our understanding of the reading process in general being incomplete.

The second solution to the problem of teaching something without

knowing how it is learned, is to continuously monitor whether or not it is learned.

Clearly, what I am leading up to here is the development of an evaluation instrument not just any evaluation instrument, but one which takes account of the special qualities of academic reading, some of which can be specified:

reading is a process
reading is active
reading involves reasoning
reading involves interpretation
reading is synthetic
reading involves communication
academic reading has a purpose
the purpose of academic reading is not necessarily writing
successful academic reading is more than the sum of its parts

However, not all the qualities of academic reading can be specified, as is implicit in the final item above. For this reason, I use the term evaluation instrument advisedly: I define evaluation as the process of finding out what changes have taken place in the student over a certain period of time, by any means, in connection with a clearly specified activity. The phrase 'by any means' distinguishes evaluation from assessment, which can be defined as the process of finding out how much a student has learned from what he was taught, where what he was taught is clearly specified. In general I avoid the use of the terms test and examination, but where I do use them I intend them to refer to more or less formal, bureaucratic measurements, the key feature of which is that they are used to make judgements about the student which are then recorded for use outside the immediate context.

What we are looking for, then, is a means of evaluating whether the

student has learned something, without necessarily knowing how she/he learned it, and without even assuming that she/he learned it as a result of our teaching. Over the last thirty years and more, the most common types of measurements of student learning have used discrete point items. Discrete point items used in the measurement of reading progress are typically true/false, multiple-choice, or open-ended items requiring written responses. Such items commonly either assess the formal linguistic elements of the language at the level of the sub-skills, on the premise that language is the sum of its discrete, definable parts; or they require the student to respond in a mode where the form (spelling, grammar) as well as the content of the response may affect the judgement which is made about him/her. In measurement of this type, the responses which the student is expected to produce are determined in advance and no other responses are accepted. This is in direct contradiction of one of the things that we do know about fluent reading: the good reader is a good risk-taker (Goodman, 1970). The fluent reader, by taking risks, will make errors, but such errors are productive in that constant hypothesis testing and reformulation will lead eventually to effective integration of the message of the text into the reader's schema. This process directly parallels the rule formation, over-generalization and reformulation which a child goes through when learning her/his native language, and we may induce that it is an effective language learning strategy. But the good reader who becomes aware that his/her errors are being counted against him/her may feel constrained to change strategy: to take fewer risks, and read less efficiently but with fewer errors. We therefore get a negative

washback effect. Discrete point items also fail to take into account the fact that fluent reading involves response to the text, and integration of the text into the reader's perception and experience of her/his world. Reading is therefore always both personal and cultural, and an author's message may be perceived differently by different readers, especially when those readers come from widely varying backgrounds. For these reasons and others, I must reject the measurement of progress in academic reading using discrete point tests.

Can we find a more satisfactory alternative to evaluation than discrete point tests, ie. an alternative method of evaluation which is more valid and reliable and equally easy to construct? John Oller (1976) spoke in favor of integrative tests:

> ...it is much easier to prepare and administer an integrative test than ... a discrete point test ... I believe that integrative tests are the only serious option the teacher has for classroom purposes. ...integrative tests are generally more reliable and more valid than discrete point tests.

Let us then consider integrative testing. To begin with, integrative testing retains the concept of the right answer, which I do not concede is necessarily a reflection of reality. Secondly, any formal testing situation will impose a time limit: we all know that even native readers of a language vary considerably in their reading speeds. It seems unfair to require all non-native readers to read at the same speed and to process their reading at the same speed. Equally, the view that a student

should be allowed only one attempt at a task is unrealistic. Reading, especially academic reading, is a very complex skill, and we do not even expect ourselves to understand sufficient for our needs on a first read every time. We do not ask ourselves to read and respond to an academic text without the aid of a dictionary or specialist glossary; we would not deny ourselves the opportunity of discussing what we have read with our peers who share our concerns, or with people of more expertise in our field. Why then should we expect of our students what we would not expect of ourselves?

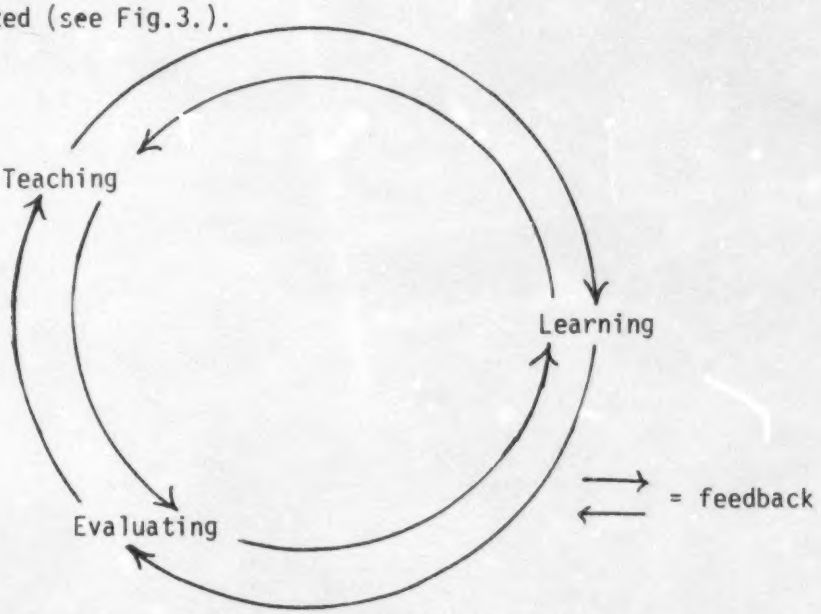
Equally important, reading is not simply a product: it is also a process. If we want to know whether our students have sufficiently mastered the process to be able to apply it independently to any text, we need to monitor their performance of the process and not simply their achievement of the product. In this way, if the product is anything less than satisfactory, we are able to identify areas within the process where a breakdown in performance may have occurred, and to provide remediation. Since evaluation would also be criterion referenced rather than norm referenced, remediation would normally be provided during the process development stages rather than being delayed until after an unsatisfactory performance at the product level.

Integrative testing is therefore rejected as an appropriate evaluation instrument for an academic reading for the same reason that discrete-point testing is rejected: because norm-referenced, product-focused measurement under formal testing conditions is inappropriate and inaccurate for evaluating performative ability in a process which is normally

performed in entirely different conditions. Evaluation of academic reading must be criterion referenced and based on the process.

What we need, then, is an instrument which can appropriately and accurately evaluate the student during the process of meeting the criteria for independent, flexible academic reading. The model proposed here is based on giving evaluation a much more significant and integral role in the teaching/learning process, so that there is no conflict between the teaching/learning process and the evaluation process, because evaluation is an inseparable part of a total process which can be schematized (see Fig.3.).

Figure 3



Model of the TLE (teaching-learning-evaluating) process

Of course, there is nothing new or very unusual in this model: many teachers will recognize it as summing up an approach which they often use in the classroom. But once this approach is taken as the foundation for

the whole course, certain consequences necessarily follow. The consequences for evaluation are described here, although it can be seen that, because this is an integrated approach, evaluation cannot be discussed without reference to teaching and learning. One of the consequences of the TLE process is that continuous evaluation is given, as is shown by the model.

Continuous evaluation has no similarity with the system of continuous testing which often takes place under the name of coursework or continuous assessment, and in which, for example, ten classroom tests worth 10% each are given instead of one examination worth 100%. Continuous evaluation from the teacher's point of view means that every activity undertaken by the students as part of their development of performative reading ability is monitored by the teacher. The term monitor is used to mean to watch and regulate performance. In practice it means that the language classroom becomes a workshop, and the role of the teacher is similar to the role of a teacher in, for example, an engineering workshop or a science laboratory. The students have a clearly specified performance objective, a set of instructions for a task or tasks which, correctly performed, will enable them to achieve the objective, and materials appropriate for use to perform the task(s) and achieve the objective. The students learn together in groups or pairs, and for certain activities they are required or may prefer to work alone. The function of the teacher is to see that learning takes place, and to this end she/he listens in to groups or works with students as she/he moves about his/her language classroom/workshop.

She/he regulates the performance as necessary by redirecting the activity, restating the objective, expanding upon the instructions, focussing attention on key aspects of the materials, and providing brief, formal teaching when appropriate. The emphasis is on learning, not on teaching. The teacher monitors the learning as it is taking place. As a result of this monitoring of performance, the teacher is continually making and revising evaluations, on the basis of which she/he decides on strategies for the next stage towards an objective, and which tell him/her when an objective has been reached. There are no separate exercises to be collected and awarded marks or grades, because everything which happens is evaluated as it is happening.

After each lesson, the teacher records whether the performance objective was reached or not in the case of each student. At the same time, as a necessary part of the whole TLE process, she/he records information about students needing special help or further practice in specific areas; about the appropriacy of the objective; about the appropriacy of the task(s) for achieving the objective; and about the appropriacy of the instructions and the materials for performing the task(s) and achieving the objective. The teacher's expectation is that every student will achieve every objective, although occasionally some students may need extra material and/or special remedial teaching sessions in order to do so. In each case the objective is 80% success in performing the activity concerned: however, the teacher expects that the majority of the students will perform at the 100% level most of the time; 80% is the minimum level of acceptability, but every student is

given the opportunity to reach the 100% level.

It should be noted that the approach to evaluation described here in no way intrudes into the learning process which is taking place in the classroom. The students are never made to feel that they are being watched and tested invidiously. The teacher simply participates to the full and works with all students, and in so doing becomes aware of each one's performance in the task in question. It is only where a student is in difficulty that the teacher intervenes, and intervening, mentally notes the difficulty and whether and how it was overcome. The TLE evaluation sheet consists of many columns (one for each formal performance objective) against the students' names. This sheet will be mainly blank - blank being positive ie. 100% achievement of an objective. Various symbols are used by the teacher to note, immediately after (not during) each lesson, any students with difficulty, the type of difficulty and action taken, and, eventually, the outcome.

In the TLE process, shared evaluation is also a given. Shared evaluation means that the teacher is not the only person in the language classroom who is involved in evaluation. The responsibility is equally on each student to evaluate himself or herself.

It is the responsibility of the student as much as of the teacher to be aware if she/he is failing to reach an objective, and to try to isolate and identify the area and the cause of that failure. As a member of a group, each student monitors her/his own performance by comparison with the performance of her/his peers; as an individual,

she/he monitors her/himself in the performance of a task in relation to the objective set; as a student with a teacher, she/he monitors her/himself in relation to the feedback on her/his performance which is provided by the teacher. Clearly the purpose and effect of all this feedback is not only to enable the student to monitor and evaluate him/herself: it is also a contribution to the next stage in the learning, and if it contributes to learning we may also refer to it as teaching. The concept of 'feedback' is central to the TLE process.

It should be clear that shared evaluation also means that the responsibility is on the teacher to share his evaluation with the students. Since the purpose of the evaluation is to help the students to learn, the feedback on the evaluation should be immediate - not only for the teacher but also for the student. Using continuous evaluation, feedback is necessarily immediate for the teacher: it should also be immediate for the students. By sharing the evaluation as it is made, the teacher is best able to specify the observed strengths and weaknesses which contributed to the evaluation, and the student can use this specific information to move forward in his learning. If feedback or teacher evaluation is postponed until after a task has been completed, and the objective missed, or reached, without the aid of this feedback, then one of the teacher's most important jobs has not been done. The most important purpose of the evaluation, to help the students learn, has been defeated.

Thus it happens that the teacher shares and discusses her/his evaluations, and perhaps revises them, with the students in the course of every lesson; that is, <u>before</u> they are noted formally in the class records. This is one important way in which the teacher helps every

student to perform at the 100% level: it also ensures that the students look on the evaluation as part of the teaching/learning process and not as testing.

Evaluation in the TLE approach is not a method of testing, neither testing of the ad hoc variety nor of the formal, standardized variety. On the contrary, the word evaluation is used consciously with the meaning set forward earlier and in opposition to the meaning of the terms testing and test. And as has been stressed previously, the evaluation element of the TLE approach is only one of three integrated and interdependent elements; it is the inseparability of the three elements which is the critical factor in this approach. The TLE approach to evaluation cannot be adopted without enormous consequences for the teaching methodology and for the learning techniques the students are expected to employ. Continuous,shared evaluation with immediate feedback means that the teacher and the student are working together towards shared objectives.It implies that the objectives are viable, and that the means suggested for achieving them are reasonable. It implies that teacher and student must respect each other's evaluations of tasks, materials and performance. In short, they must trust each other.

Such an approach would be entirely unsuitable for the passive, teacher-dominated classroom. It is ideally suited to the ESP/EAP classroom where students and teacher come together with a set of clearly defined, mutually acceptable, objectives, and where the teacher is confident that she/he can provide a set of strategies which will enable the students to reach their objectives.

As a means of evaluation the TLE approach is ideally suited to the aims of an academic reading course, because it enables the teacher to evaluate the student as she/he moves towards increasing independence in

his/her reading; that is, it enables the teacher to evaluate the changes which take place in the student's performance as they take place. It enables the teacher to evaluate each student as an individual against a non-negotiable set of criteria (the skills the student must have in order to perform successfully in academic subjects). I believe that a TLE approach would also be ideally suited to any type of course where the final assessment needs to be criterion-referenced rather than norm-referenced.

Conclusion

The TLE approach makes tests and examinations unnecessary and inappropriate because the teacher already possesses complete and accurate information on each student's ability to perform the criterion tasks, and knows whether each student has attained the terminal performance objectives. Thus, he/she knows whether the course has achieved its objectives - that is, whether the students' needs have been met.

TLE in action

In order to show how evaluations are made (by the teacher) in the TLE process, an example of a performance objective with ways this may be achieved and performance evaluated, is presented in the Appendix. The example is taken from the first level of a three level academic reading developed by the author. Students entering the course already have all four skills to a 'threshold' level. It should be stressed that the 'evaluation objectives' given are in no sense tests: every student is expected to achieve every objective, although some may need supplementary activities to ensure success.Students do not progress to a further stage until they have succeeded at the stage before. The approach is criterion based, the evaluations are criterion-referenced, and as all objectives are seen to be essential, any course which uses the TLE approach is necessarily success centred, success being evaluated by performance in action.

Notes

[1] See Vallette and Disick (1972) page 39 (adapted).

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APPENDIX

TLE IN ACTION

Samples of performance objectives, showing tasks, materials and evaluation objectives designed to achieve the performance objectives.

(Note: the materials presented here are extracted from an actual course designed and taught by the author. However, as presented they form a composite of student materials and teacher materials, and are only brief extracts. It should not be supposed that they exactly reproduce the layout of the actual course materials.)

SAMPLE OF MATERIALS

LEVEL ONE: comprehending and application
Unit topic: Definitions
Unit time: approx. 3 hours
Overall performance objective: to be able to recognize when an item is being defined in any text.

STAGE ONE: groupwork
Teacher's notes

The students have to read the simple real, formal definitions in which the item being defined is underlined, and find a common pattern or formula which all these definitions follow.

Evaluation objective
approximation of 'A is (a)B which C'

Notes:
the students should be guided towards recognizing that the specific item is always followed by verb 'be'; that 'be' is followed by a more general or 'class' word (refer to unit on classification); that the last part of the sentence describes the specific item, and is introduced by one of a small group of words (which, that, where, who) characterized by 'which'.

Student materials
Task: In your group, read these sentences. They are all definitions. The item which is being defined is underlined. Discuss the sentences, and try to find a common pattern, or "formula" which they all have. Write your formula down. (Make it as simple as possible.)

1. A chronometer is a device which measures time.
2. An alloy is a metallic substance that is composed of two or more substances.
3. Photosynthesis is the process which transforms light energy from the sun into chemical energy.
4. A school is a place where children learn to read and write.

STAGE TWO: pairwork
Teachers' notes

The sentences contain the basic variations

Student materials
Task: In these sentences you will find some slightly different forms of definitions. First decide what

on the formula in Stage 1. Students have to find all the variations. They also have to recognize what is being defined in each sentence and underline the item.

Evaluation objective:

80% items underlined correctly
80% variations listed

Notes:

Work through the first sentence with the class, to check that the instructions are clear, and to set the enquiry pattern. It may be necessary to illustrate the instruction about putting two definitions with the same basic form into one group, by suggesting the similarity between, eg. the -ing after classword form in sentences 1 and 6.

STAGE THREE: groupwork
Teacher's notes

The students must read the sentences with nominal definitions. They are asked to identify the items being defined (the first two have been done to provide examples) and then to work out a formula showing the basic pattern. Then they have to list the variations within that pattern.

Evaluation objective:

80% items underlined correctly
approximation of:
'B which C is called A'
is known by
80% variations listed

Notes:

The variations here are the same

is being defined and underline it; then try to pick out all the different forms of definitions you can find. If two definitions have the same basic form, put them into one group together.

1. An amoeba is an organism consisting of only one cell.
2. Latent heat is heat taken in or given out without change of temperature.
3. Metamorphosis is the physical transformation undergone by various animals during development after the embryonic stage.
4. A school is a building in which children study.
5. Cracking is the process by which large molecules are broken down into smaller ones by means of high temperatures and pressures.
6. Diffuse radiation is radiation arising when direct radiation is scattered by clouds and other atmospheric artifacts.

Student materials

Task: In your group, read these sentences, which are definitions with a different pattern. First, underline what is defined in each sentence (the first two have been done to help you); then try to write a formula to show the basic pattern they all have in common. When you have done that, find all the variations on the basic formula and list them.

1. Acids which contain the element carbon are called organic acids.
2. A substance that can change the color of a material is known as a dye.
3. Parasites living within the host organism are known as endoparasites.
4. Any influence causing a body to accelerate is called a force.

as those in Stage 2. Students should not need any help with these. A little guidance may be needed by some groups with the formula.

STAGE FOUR: pairwork
Teachers' notes

Definitions in text above the sentence level are introduced. Students are asked to recognize what is being defined, and which part of the (short) text constitutes the definition.

Evaluation objective:

80% items circled
80% definitions identified

Notes

Check that pairs recognize not only the correct sentences, but also the correct parts of sentences where applicable. (eg. in passage 1 they should not underline 'Let us say, then, that...' because it is a lead-in and not part of the formal definition.)

5. The distillation process in which liquid mixtures are separated into their components is called fractional distillation.

Student materials
Task: Read these short extracts of text, each of which contains a definition. Circle the item which is defined in each text, and underline the part of the text which defines it.

1. We shall define a substance called "pure air", and we will classify any other component as a pollutant. Let us say, then, that pure air is a gaseous mixture consisting of nitrogen, oxygen, inert gases, carbon dioxide, methane and hydrogen, plus any additional moisture which may be present. Of course, any significant variation in these compositions would be harmful.
2. Many gases do not obey the ideal gas law precisely: they deviate from it, particularly as the pressure increases, to an extent which depends on the particular gas. A gas which obeys the ideal gas law precisely is known as an "ideal gas".

STAGE FIVE: independent
Teacher's notes

Students are asked to define by quoting from the text (they are not expected to compose their own definitions)

Evaluation objective

100% correct selection of sentences containing the definitions;
90% correct quoting

Student materials
Task: read these texts and quote from them to define the items listed at the top of each text. (You do not have to make up definitions of your own.)

TEXT A
Chemistry
Matter
Heterogeneous matter
A pure substance
A solution

Notes

This is the synthesis of tne learning in Stages 1-4. Students should easily recognize definitions by this stage. The expectation for quoting is a little lower as a student may accidentally mis-quote despite having correctly identified the definition sentences. The work may be done at home and discussed in class later.

We have seen that chemistry is a natural science that deals with the study of matter and energy. Matter is anyt.ing that possesses mass and occupies space. It occurs in two forms: heterogeneous matter and homogeneous matter. Heterogeneous matter is a mixture of two or more kinds of matter that are not evenly dispersed. Each part of a sample of heterogeneous matter possesses different properties. Homogeneous matter is either a pure substance or a solution. A pure substance is a homogeneous material with a fixed, constant composition . A solution is a homogeneous mixture of two or more substances whose components are dispersed uniformly. Each part of a solution possesses identical properties.